

U.S. Department of Education
2014 National Blue Ribbon Schools Program

[] Public or [X] Non-public

For Public Schools only: (Check all that apply) [] Title I [] Charter [] Magnet [] Choice

Name of Principal Mrs. Janice M. DiVincenzo

(Specify: Ms., Miss, Mrs., Dr., Mr., etc.) (As it should appear in the official records)

Official School Name Holy Cross School

(As it should appear in the official records)

School Mailing Address 720 Elder Lane

(If address is P.O. Box, also include street address.)

City Deerfield State IL Zip Code+4 (9 digits total) 60015-3198

County Lake State School Code Number* 34049006X10-0000

Telephone 847-945-0135 Fax 847-945-0705

Web site/URL http://www.holycrossdeerfield.org E-mail jdivincenzo@holycrossdeerfield.org

Facebook Page
Twitter Handle http://www.facebook.com/holycrossdeerfield Google+ _____

YouTube/URL _____ Blog _____ Other Social Media Link _____

I have reviewed the information in this application, including the eligibility requirements on page 2 (Part I-Eligibility Certification), and certify that it is accurate.

(Principal's Signature) Date _____

Name of Superintendent* Sister Mary Paul McCaughey, O.P.

(Specify: Ms., Miss, Mrs., Dr., Mr.,

E-mail: mmccaughey@archchicago.org

Other)

District Name Archdiocese of Chicago Office of Catholic Schools Tel. 312-534-5212

I have reviewed the information in this application, including the eligibility requirements on page 2 (Part I-Eligibility Certification), and certify that it is accurate.

(Superintendent's Signature) Date _____

Name of School Board

President/Chairperson Mr. Mike Gierut, NA

(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

I have reviewed the information in this application, including the eligibility requirements on page 2 (Part I-Eligibility Certification), and certify that it is accurate.

(School Board President's/Chairperson's Signature)

**Non-public Schools: If the information requested is not applicable, write N/A in the space.*

PART I – ELIGIBILITY CERTIFICATION

Include this page in the school’s application as page 2.

The signatures on the first page of this application (cover page) certify that each of the statements below concerning the school’s eligibility and compliance with U.S. Department of Education, Office for Civil Rights (OCR) requirements is true and correct.

1. The school configuration includes one or more of grades K-12. (Schools on the same campus with one principal, even a K-12 school, must apply as an entire school.)
2. The school has made its Annual Measurable Objectives (AMOs) or Adequate Yearly Progress (AYP) each year for the past two years and has not been identified by the state as “persistently dangerous” within the last two years.
3. To meet final eligibility, a public school must meet the state’s AMOs or AYP requirements in the 2013-2014 school year and be certified by the state representative. Any status appeals must be resolved at least two weeks before the awards ceremony for the school to receive the award.
4. If the school includes grades 7 or higher, the school must have foreign language as a part of its curriculum.
5. The school has been in existence for five full years, that is, from at least September 2008 and each tested grade must have been part of the school for the past three years.
6. The nominated school has not received the National Blue Ribbon Schools award in the past five years: 2009, 2010, 2011, 2012, or 2013.
7. The nominated school has no history of testing irregularities, nor have charges of irregularities been brought against the school at the time of nomination. The U.S. Department of Education reserves the right to disqualify a school’s application and/or rescind a school’s award if irregularities are later discovered and proven by the state.
8. The nominated school or district is not refusing Office of Civil Rights (OCR) access to information necessary to investigate a civil rights complaint or to conduct a district-wide compliance review.
9. The OCR has not issued a violation letter of findings to the school district concluding that the nominated school or the district as a whole has violated one or more of the civil rights statutes. A violation letter of findings will not be considered outstanding if OCR has accepted a corrective action plan from the district to remedy the violation.
10. The U.S. Department of Justice does not have a pending suit alleging that the nominated school or the school district as a whole has violated one or more of the civil rights statutes or the Constitution’s equal protection clause.
11. There are no findings of violations of the Individuals with Disabilities Education Act in a U.S. Department of Education monitoring report that apply to the school or school district in question; or if there are such findings, the state or district has corrected, or agreed to correct, the findings.

PART II - DEMOGRAPHIC DATA

All data are the most recent year available.

DISTRICT (Question 1 is not applicable to non-public schools)

1. Number of schools in the district (per district designation):
- Elementary schools (includes K-8)
 Middle/Junior high schools
 High schools
 K-12 schools
- TOTAL

SCHOOL (To be completed by all schools)

2. Category that best describes the area where the school is located:
- ☐ Urban or large central city
☐ Suburban with characteristics typical of an urban area
☒ Suburban
☐ Small city or town in a rural area
☐ Rural
3. 2 Number of years the principal has been in her/his position at this school.
4. Number of students as of October 1 enrolled at each grade level or its equivalent in applying school:

Grade	# of Males	# of Females	Grade Total
PreK	6	5	11
K	10	7	17
1	8	7	15
2	8	5	13
3	9	10	19
4	15	10	25
5	11	11	22
6	8	7	15
7	20	10	30
8	13	10	23
9	0	0	0
10	0	0	0
11	0	0	0
12	0	0	0
Total Students	108	82	190

5. Racial/ethnic composition of the school:
- 0 % American Indian or Alaska Native
 - 3 % Asian
 - 2 % Black or African American
 - 0 % Hispanic or Latino
 - 0 % Native Hawaiian or Other Pacific Islander
 - 88 % White
 - 7 % Two or more races
 - 100 % Total**

(Only these seven standard categories should be used to report the racial/ethnic composition of your school. The Final Guidance on Maintaining, Collecting, and Reporting Racial and Ethnic Data to the U.S. Department of Education published in the October 19, 2007 *Federal Register* provides definitions for each of the seven categories.)

6. Student turnover, or mobility rate, during the 2012 - 2013 year: 1%

This rate should be calculated using the grid below. The answer to (6) is the mobility rate.

Steps For Determining Mobility Rate	Answer
(1) Number of students who transferred <i>to</i> the school after October 1, 2012 until the end of the school year	0
(2) Number of students who transferred <i>from</i> the school after October 1, 2012 until the end of the 2012-2013 school year	2
(3) Total of all transferred students [sum of rows (1) and (2)]	2
(4) Total number of students in the school as of October 1	221
(5) Total transferred students in row (3) divided by total students in row (4)	0.009
(6) Amount in row (5) multiplied by 100	1

7. English Language Learners (ELL) in the school: 0 %
0 Total number ELL
 Number of non-English languages represented: 0
 Specify non-English languages:
8. Students eligible for free/reduced-priced meals: 0 %
 Total number students who qualify: 0

If this method is not an accurate estimate of the percentage of students from low-income families, or the school does not participate in the free and reduced-priced school meals program, supply an accurate estimate and explain how the school calculated this estimate.

9. Students receiving special education services: 4 %
8 Total number of students served

Indicate below the number of students with disabilities according to conditions designated in the Individuals with Disabilities Education Act. Do not add additional categories.

0 Autism	0 Orthopedic Impairment
0 Deafness	0 Other Health Impaired
0 Deaf-Blindness	6 Specific Learning Disability
0 Emotional Disturbance	4 Speech or Language Impairment
0 Hearing Impairment	0 Traumatic Brain Injury
0 Mental Retardation	0 Visual Impairment Including Blindness
0 Multiple Disabilities	0 Developmentally Delayed

10. Use Full-Time Equivalents (FTEs), rounded to nearest whole numeral, to indicate the number of personnel in each of the categories below:

	Number of Staff
Administrators	1
Classroom teachers	14
Resource teachers/specialists e.g., reading, math, science, special education, enrichment, technology, art, music, physical education, etc.	3
Paraprofessionals	2
Student support personnel e.g., guidance counselors, behavior interventionists, mental/physical health service providers, psychologists, family engagement liaisons, career/college attainment coaches, etc.	1

11. Average student-classroom teacher ratio, that is, the number of students in the school divided by the FTE of classroom teachers, e.g., 22:1 14:1

12. Show daily student attendance rates. Only high schools need to supply yearly graduation rates.

Required Information	2012-2013	2011-2012	2010-2011	2009-2010	2008-2009
Daily student attendance	98%	98%	95%	97%	96%
High school graduation rate	0%	0%	0%	0%	0%

13. **For schools ending in grade 12 (high schools)**

Show percentages to indicate the post-secondary status of students who graduated in Spring 2013

Post-Secondary Status	
Graduating class size	0
Enrolled in a 4-year college or university	0%
Enrolled in a community college	0%
Enrolled in career/technical training program	0%
Found employment	0%
Joined the military or other public service	0%
Other	0%

14. Indicate whether your school has previously received a National Blue Ribbon Schools award.

Yes X No

If yes, select the year in which your school received the award. 1986

PART III – SUMMARY

Holy Cross School is a strong Catholic family based educational community located in the heart of Deerfield, Illinois, serving one hundred ninety pre-kindergarten through eighth grade students. One of two hundred fifty Catholic elementary schools in the Archdiocese of Chicago, Holy Cross School is built on the foundation of Faith, Achievement and Community. Serving students for seventy-six years, Holy Cross School is an integral part of Holy Cross Parish, embracing the traditions and core values of Catholic faith. Children at Holy Cross are treasured for their unique qualities and are provided with spiritual, academic, physical, and social guidance.

Holy Cross is dedicated to academic excellence and the nurturing of lifelong faith, curiosity, and self-discipline. The instructional programs are designed to meet the various individual learning styles of all students. Holy Cross believes that children learn best when they are participants in the learning process, therefore our children develop basic skills needed for critical thinking, problem solving, and self-direction.

Opportunities are provided to participate in worship and daily prayer, and to study Church doctrine, scripture, and the sacraments. Based on the moral and ethical values exemplified by the life of Jesus, there is a conscious effort made to model, develop, and maintain a value system that the students recognize in the school environment and in their own lives.

Our School Mission Statement follows: “Holy Cross School is a Catholic educational community committed to academic excellence, deepening of Christian values, and fostering of service to society. Supported by the school parish, dedicated parents, and devoted faculty, the school actively participates in the Catholic mission of evangelization. The school provides a quality education to ensure that the students become lifelong learners. Students grow spiritually through faith, witness, and prayer by being called to live out the Gospel message. Emphasis is placed on social responsibility and exemplary citizenship. Holy Cross School develops and nurtures the whole person: mind, body, and spirit.”

Holy Cross School has a strong commitment to achievement. Teachers are engaged in professional development in areas that directly impact student success such as differentiation of instruction, innovative writing programs, engaging instructional strategies, assessment models, character building, bully-prevention programs, technology integration, and faith formation. College and career readiness and a passion to make a difference are the result of these initiatives implemented by our outstanding faculty. Holy Cross alumni possess such distinctions as being well-respected leaders and professionals, high school valedictorians, achieving perfect ACT scores, national awards and recognition from the Archdiocese of Chicago, and Ivy League graduates.

With an exemplary commitment to service, students gain an appreciation for and desire to serve those less fortunate, from victims of a natural disaster to local families seeking refuge in a nearby PADS shelter. The Golden Rule drives our actions. In response, our students are expected to treat all of humanity, as they would want to be treated. Students are involved with collections for our sister school, St. Malachy School, for food, clothing, school supplies, and monetary and spiritual support. Our students also help supply our local food pantry with donations. We celebrate our feast day as a day of service by all students.

The teaching of religion as a class sets Holy Cross School apart from many of our surrounding area schools. Students enjoy connecting their knowledge of our faith and traditions to academic areas such as social studies during the rise and fall of the Roman Empire. In science and math, they discover how some priests were scientists, inventors, and mathematicians or philosophers who worked to make the world a better place in which to live. They develop an exceptional understanding of the differences between secular and non-secular societies.

Each classroom teacher provides students with opportunities to be successful at their level of learning, whether a remedial primary reader or an advanced Algebra student. Technology enhancements abound from SmartBoards in each classroom to a full computer lab to the newest addition of fifty Think Pads for student

use. Children learn to utilize the latest educational computer programs and applications to research, critically examine concepts, and present acquired knowledge.

Our comprehensive curriculum and activities provide each child with a plethora of opportunities for learning and growth in reading and writing, grammar and spelling, mathematics, science, social studies, geography, world language, religion, social justice, visual arts, technology, vocal and instrumental music, and physical education. Similarly, extracurricular activities have offerings in areas such as no-cut athletics, performing arts, music and art clubs, chess club, student council, recycling group, classroom buddies, Quiz Bowl, and a science club.

Overall, Holy Cross School prepares students to live Christ-centered lives in a global world by respectfully and responsibly engaging in challenging academics, appropriate extracurricular opportunities, faith formation, character building, social awareness, and service.

PART IV – INDICATORS OF ACADEMIC SUCCESS

1. Assessment Results:

a) The Office of Catholic Schools requires testing in grades three, five, seven, and eight. Students at Holy Cross School are assessed annually in grades three through seven on the TerraNova Test, Third Edition Multiple Assessments. This has been the practice at Holy Cross since 2001-2002. All students are formally or informally annually, with accommodations provided to those who are eligible based on Individual Educational Plans (IEP) or 504 Plans. Eighth grade students have been tested using the EXPLORE Test for the past several years.

Over the last five years, the majority of our students perform in the top half of the national norm group of the TerraNova and EXPLORE tests. Results are documented in Section VII.

We utilize this data to review curricular strengths and weaknesses of our programs. Most important, data is used at the grade level and individual student level as one data point to inform instruction. Since the 2011-2012 school year, teachers have received more professional development and practice in utilizing test results.

The Illinois Snapshot of Early Literacy and AimsWeb benchmark assessments are administered annually to all students in kindergarten and first grade and second through fifth grade respectively. Benchmark testing is continued twice more in the school year for those students who are performing below the fiftieth percentile on the fall testing. Research-based interventions are developed, implemented and monitored for these students at the classroom and individual levels, as appropriate.

The Fountas and Pinnell Benchmark Assessments, Informal Reading Inventories and other informal assessments are utilized as needed to provide a more comprehensive profile of students whose test scores and classroom performance indicate a need for more information. All of these assessments are available to new and returning upper grade students as needed.

b) In reviewing the data from the past five years on the TerraNova Test, consistently high performance is noted. The following comparisons are based on the National Percentile of the Mean NCE scores in reading and mathematics. Scores are reported as percentiles.

Third grade scores ranged from the 75th to the 83rd percentile in reading. In 2012-2013 reading was at the 83rd percentile compared to the 77th percentile in 2011-2012. Performance in mathematics remains consistently high ranging from the 89th to the 92nd percentile.

Fourth grade scores ranged from the 83rd to the 92nd percentile in reading and from the 79th to the 88th percentile in mathematics. In reading, the 2012-2013 scores were consistent with 2011-2012.

The fifth grade scores ranged from the 80th to the 86th percentile in reading and from the 77th to the 88th percentile in mathematics. The performance in reading increased from the 80th to the 84th percentile in 2012-2013 and is consistent with our highest performance in 2010-2011.

Sixth grade scores ranged from the 84th to the 89th percentiles in reading and the 78th to the 91st percentiles in mathematics. Reading scores remain consistently high. Mathematics scores dropped from the 91st to the 78th percentile in the last two years. Lower class sizes and composition of the class resulted in individualized use of this data to provide one-to-one assistance and differentiated instruction to students who require the same.

Seventh grade scores ranged from the 82nd to the 87th percentile in reading and from the 83rd to the 91st percentile in mathematics. This math increase to the 91st percentile in 2012-2013 from the 83rd percentile in 2011-2012 is significant and consistent with performances from 2009-2010.

As a school community, we are proud of the achievement of our students and continue to focus our efforts on interventions for students whose classroom and testing performances indicate a need. In the past two years, we have utilized more outside resources for professional development in best instructional practices and research-based methods. These efforts have included formalizing our Response to Intervention process and procedures through training provided by an Office of Catholic School's Inclusion Director and a private Social Worker. Various university and private consultants have been utilized to assist with literacy efforts to support our focus on the Common Core State Standards (CCSS) in English Language Arts (ELA). Some of these trainings are provided in collaboration with other neighboring Catholic schools and local public schools, affording us opportunities to share best classroom practices.

2. Using Assessment Results:

a) For the previous two years, we have engaged in more sophisticated analysis of our TerraNova data. General performance trends are noted annually. We also utilize the data to compare anticipated performance with actual performance. The 2012-2013 results indicated both higher than anticipated performance in some areas and lower than anticipated performance in other areas. This has been a valuable tool to determine where more student engagement through creative teaching techniques may be needed and where we are excelling in our instructional approaches.

We have just begun using disaggregated data to inform our instruction. Because of the small sizes of our groups, we disaggregate by gender only, using the data cautiously for smaller group sizes. Staff members examined test results in the spring, engaging in several layers of analysis. Staff members have been granted online access to data and consequently create reports to answer specific questions about student performances.

The data is reviewed again in the fall by staff members who will be directly working with the students. We utilize individual data including informal assessments and classroom performance to determine need for interventions and differentiated instruction. Students then receive flexible support by their classroom teachers, or by our resource teachers. Benchmark assessment and progress monitoring are performed with students requiring the most intensive interventions.

EXPLORE Test data is utilized in December by the Junior High team and principal to monitor college and career readiness of our students. Data from the past three years indicate consistently high performance in all areas and exceptional performances by some of our students. The data is used with the students, staff and parents to prepare for upcoming high school entrance exams and placement.

Our teachers are evaluated on their use of differentiated instruction in all content areas. Our reading and math programs provide various resources for differentiation. Additionally, teachers utilize a variety of traditional and web-based tools, such as IXL for mathematics, to provide remediation or enrichment. Professional development in Best Practice Methodology has enhanced our ability to implement research-based practices.

b) Detailed TerraNova Test score reports are mailed to parents in the spring. Sessions are hosted for discussion of results with parents and students. The overall scores are highlighted in the principal's newsletter and are included in our marketing materials. Similarly, for the past two years, detailed EXPLORE Test scores are provided to parents of our eighth grade students in December, prior to high school entrance exams.

Benchmark and progress monitoring data are regularly shared with parents and students through our teaching and/or resource staff. Opportunities for parents to discuss results with specific team members are provided regularly.

Mid-trimester progress reports and trimester report cards are provided to both students and their parents. The implementation of PowerSchool has allowed parents to have real time access to students' schoolwork and test performances online. Required parent-teacher conferences, just after the first mid-trimester, allow for

timely dialogue early in the school year. Optional conferences are held in the spring of each year and at any time by request.

3. Sharing Lessons Learned:

Collaboration with our neighboring Catholic schools and our public school district is extremely beneficial to us. Opportunities for shared professional development are available at least once each year. Additionally, individual schools choose to invite others to join them for professional development. In the last two years, we have hosted one ELA, two Religious Education, one EXPLORE Test, and two PowerSchool trainings. We have participated in several other collaborative opportunities off campus offered by other Catholic schools in our area or through the Office of Catholic Schools.

Principals meet monthly as a council. We hosted two sessions with the new Director of Curriculum and Instruction on close reading. Principals maintain close contact with each other via phone and email throughout the year.

Similarly, our staff is invited to professional development opportunities hosted by our local public school at least once a year. Additionally, we utilize public school staff to provide some of our ongoing training in Response to Intervention (RtI). Monthly articulation meetings are hosted by our local high school. Various staff members and the principal attend these sessions.

Our principal serves as the area liaison to the Curriculum Advisory Council of the Office of Catholic Schools. Monthly meetings provide the opportunity to benefit from dialogue with principals from across the entire Archdiocese on various curricular initiatives. This year, we are focusing on the CCSS in ELA and Mathematics, the selection of a new assessment tool, and parameters for instructional time. Our principal has also served on the AdvancED (School System Accreditation Protocol) Steering Committee to assist in the evaluation of the readiness of the Archdiocese to pursue this model. We have begun utilizing AdvancED as our Archdiocesan and School Improvement Process this year.

Our principal is also a member of the Reading Leadership Institute at National Louis University. Opportunities to learn and collaborate with other public and private school reading leaders are offered three to four times annually. One additional staff member is sometimes allowed to attend these sessions. The emphasis has been on the CCSS for ELA for the last two years.

The principal regularly updates parents and community on our efforts supporting our faith formation, attaining academic excellence and opportunities to serve others. We utilize weekly newsletters, our school website, and our Facebook page to promote our efforts and share our accomplishments.

4. Engaging Families and Community:

Holy Cross School's governance model includes a team of parents and parishioners who serve on our School Advisory Board. Our School Advisory Board members have expertise in technology, business, finance, education and marketing. Three committees of the Board: Fundraising, Marketing, and Alumni, include additional parent members who have the expertise and time to assist us in these important areas.

Our Core Staff, which consists of our Pastor, Pastoral Associate, Director of Liturgy, Business Manager and Office Manager, Director of Religious Education and Principal meet weekly to discuss items that affect us all. As a parish school, we work in coordination with our Parish Finance Council and Pastoral Council. We also work collaboratively with The Friends of St. Malachy School, which supports our sister school on the west side of Chicago.

At the school level, two auxiliary groups collaboratively support our efforts. Our Parent School Association and our Booster Club are dedicated to providing enriching opportunities for our school families and students as well as providing monetary donations for curricular enhancements. The principal meets regularly with these groups. A representative officer from each group is invited to participate in open sessions of our

School Advisory Board as non-voting members. We have learned that this results in better communication and collaboration.

Parishioners and other community members are invited to volunteer at our school or utilize facilities. We recently added the Moms and Tots social group to facilitate networking for our young parents. Parish and community groups alike are invited to offer after school clubs. Scouts are welcome to utilize our facilities. We also host Junior Achievement classes annually. Our students participate in multiple parish wide and community-based service projects and many are recognized annually by the Deerfield Optimist Club for their contributions to our community. Opportunities for Cultural Arts are provided several times a year. We have included community groups in these events, for example hosting a special event for area veterans on Veterans Day this year.

Similarly, we are including more business members in our Open Houses and Community Breakfasts to increase communication and collaboration. This year, two of our local mayors attended our Fall Open House.

We utilize school-wide surveys to determine the needs and interests of everyone. We have learned that working with parents through our existing structures and on an individual basis are the best ways to engage them.

PART V – CURRICULUM AND INSTRUCTION

1. Curriculum:

Our school operates under the guidance of the Office of Catholic Schools, incorporating the Illinois Learning Standards, and the CCSS. Curriculum and instruction is under constant review to align subjects with research-based programs, educational theory, higher order thinking skills, inquiry based learning, critical thinking, and best practice methodology as models to prepare students for success in high school, college and careers. Core subject areas are taught daily through the use of whole group and small group instruction and independent learning. Opportunities for remediation and enrichment are provided in all content areas.

ELA is recognized as the foundation for learning; therefore great effort is placed on building literacy skills through reading, writing, listening, speaking and viewing across the curriculum. Each aspect builds crucial skills, creating effective learners and communicators.

The mathematics curriculum supports mastery and conceptual understanding through use of textbooks, manipulatives, computer programs, challenging websites, applications to everyday life, and writing. Students are placed into leveled classes in seventh and eighth grades, preparing them for advanced level high school placement.

The science curriculum challenges students to learn and apply the scientific method to physical, biological, and chemical sciences. Beginning in fourth grade, our students learn in a laboratory setting. Seventh and eighth grade students participate in the annual science fair. Many students enter honors level high school courses.

Social studies and world geography courses allow children to find their place in our global society while learning how to make informed decisions in a culturally diverse and democratic society. Students gain a sense of civic responsibility as they master understanding of our nation and government, while discovering the relationship we share with other nations in our interdependent world.

Holy Cross School is in compliance with the Blue Ribbon program's foreign language requirement, offering Spanish in first through eighth grades. The majority of students graduate prepared to enter second year high school Spanish. Students study cultures and communities while making connections and comparisons with the language, subsequently mastering the art of written and verbal communication.

Children are engaged in daily Religion class to further develop their sense of community and Catholic identity. Annual retreats occur for students in grades two through eight. Children gain a sense of leadership and responsibility by preparing for these retreats.

Their social-emotional needs are addressed through classroom meetings. Students engage in programs like Second Step and Olweus where they learn and promote respectful behavior in school and in their lives outside of the school community. We present programs that address health and safety awareness including the D.A.R.E. program, Life Begins, and Protecting God's Children.

Instruction in visual and performing arts is offered weekly. Art students study technical aspects allowing them to implement new techniques while creating their own works. The elements of art are emphasized in the primary and intermediate grades while middle level children study and apply principles of art. In music, students learn basic musical concepts such as rhythm and form, gaining an appreciation for and interest in instrumental and vocal music. Students may elect to participate in the school band, to perform in the annual school musical, or share their gifts in the talent show as members of the cast or crew.

Holy Cross School provides physical education for elementary level students twice each week and middle level students three times per week. Students learn skills and rules that they apply to individual and group sports. They gain an appreciation for the importance of teamwork, lifetime fitness, good nutrition, and

balanced health. Beginning in fifth grade, children have the opportunity to participate in no-cut athletic programs where they learn to compete as members of a team.

Technology is integrated into all subject areas through use of SmartBoards, a computer lab equipped with thirty units, classroom PCs and laptops, digital cameras, video cameras, document cameras, and projectors. Technology is integrated nearly every class period of the week. Students in fifth through eighth grades are assigned Google accounts to facilitate access to and submission of coursework. Two carts, each containing twenty-five ThinkPads, have been added for shared use in pre-kindergarten through eighth grade classrooms. Staff members will soon be piloting iPads and Chromebooks and their respective educational applications for future acquisition.

2. Reading/English:

Elementary ELA teachers choose research based programs aligned to the learning profiles of our students and the CCSS standards. Content area teachers incorporate reading and writing skills to ensure that students apply ELA skills and strategies in all they do. All teachers explicitly introduce or review reading comprehension strategies in their classes. They introduce or review decoding strategies based on assessments and classroom performance results. All fifth grade students participate in a Study Skills class that emphasizes literacy skills in the content areas.

Foundational reading skills, taught in pre-kindergarten and kindergarten, begin with a phonemic awareness program from Michael Haggerty. Letter recognition and letter sounds are taught with programs such as Handwriting Without Tears, Reading Street, and Jolly Phonics. When students are ready to blend letters to form words, Making Words and other phonics-based resources form the basis of instruction. Children hear excellent literature selections throughout the day and are introduced to leveled readers for shared, guided, and independent work.

In grades kindergarten through fifth, a balanced reading approach integrates shared reading, guided reading, reading aloud and independent reading. The CCSS goals are supported through the use of Pearson's Reading Street and supplemental materials. Leveled materials are available to meet a variety of student interests and needs. All students benefit from whole class, small group, and individualized instruction.

In grades six through eight, an integrated literature-based approach grants access to high quality fiction and nonfiction selections. Specific skill development is monitored and is remediated or enriched through whole class, small group, and individual instruction. The Collins Writing Program enhances our already strong efforts with writing across the curriculum.

We assess the reading skills of kindergarten and first grade children three times a year using the Illinois Snapshots of Early Literacy. The classroom teacher, reading specialist, or special education teacher then administer a research-based intervention or enrichment activity as appropriate. In second through fifth grades, AIMSweb is administered up to three times a year to monitor fluency and inform instruction. Differentiation of instruction and development of specific interventions are further based on the administration of informal assessments, such as Fountas and Pinnell's Benchmark Assessments, Informal Reading Inventories, and work samples at all grade levels.

TerraNova Test results are utilized in third through seventh grades. Lexile levels and qualitative analysis assist in determining literary selections and classroom interventions. Reading and special education staff, and classroom assistants are utilized to support these efforts.

3. Mathematics:

Mathematics teachers select research based programs and supplemental materials that align to the CCSS and the learning profiles of our students. Our selected math curricula are designed to meet children at their level and challenge them to gain knowledge and understanding. Scott Foresman-Addison Wesley enVisionMATH series is used in Kindergarten through sixth grades, and Prentice Hall Mathematics Pre-Algebra/Algebra are utilized in seventh and eighth grades. Students in seventh and eighth grades are grouped based on TerraNova

Test math scores, teacher recommendation, classroom performance, and the Orleans Algebra Readiness Test, administered at the end of sixth grade. Upon graduation, many students are prepared for honors level advanced courses in high school. We have also supported students attending high school math classes during their eighth grade year.

Mathematics teachers are regularly engaged in staff development for math including local workshops and university courses. They utilize a variety of materials, resources, and assessments appropriate to student development and the teaching and learning process. Children learn the value and importance of group participation as well as individualized learning. They apply skills and techniques to identify and solve real-world problems. Through engaging learning activities, students learn to integrate concepts into their everyday lives, manage risks, and demonstrate their skills with confidence.

During their daily instruction, students are taught the concepts of problem solving, reasoning, communication, representation, and connections. Students are given the opportunity to discover concepts independently through discovery and investigative work, while being encouraged to present and defend creative solutions. Inquiry based projects are utilized as students search for answers to real world problems. They gain proficiency in adaptive reasoning, strategic competence, conceptual understanding, fluency, and the ability to see mathematics as sensible, useful, and worthwhile in our constantly changing world.

All children have the opportunity to gain mastery through the use of support materials, collaboration of the resource experts with classroom teachers, school-home communication, and individual support when necessary. Students who are performing above average are challenged through varied assignments, enrichment activities and/or small group inquiry based projects.

At all grade levels, technology regularly supplements the math curriculum. Textbooks have an online component through Pearson Success and IXL Math is used at each grade level, as are numerous other websites such as FunBrain, Timez Attack and Khan Academy. Junior High students are also taught to operate graphing calculators to prepare them for high school level math courses.

4. Additional Curriculum Area:

a) Science teachers select research based programs and supplemental materials that align to the Next Generation Science Standards (NGSS) and the learning profiles of our students. At Holy Cross School, our very strong science program incorporates the Backward Design process to plan curriculum, instruction and assessment. Kindergarten through fifth grade use the publisher Pearson Scott Foresman to study a wide range of the sciences including Life, Physical, Earth, and Space Science. In the primary grades, students begin learning and participating in inquiry based activities to learn about the Scientific Method.

Sixth through eighth grade students also use Pearson-Prentice Hall. A single science subject is emphasized each year. The other sciences are integrated into this subject to demonstrate their relationships to each other. Students learn how to write full lab reports and continue to apply and make connections to the real world.

In seventh and eighth grade, our students are required to participate in the Science Fair. Students design and develop projects based on the science they are studying, including physical science for seventh grade, and life science for eighth grade. Through these experiences students learn and develop such skills as public speaking, critical thinking, problem solving, written communication, Science Technology Engineering and Math (STEM), applying the Scientific Method, and self-confidence.

Technology supplements the science curriculum at all grade levels. Students have online access to textbooks through Pearson Success. The online textbook allows access to self-assessments, science websites, instructional videos, and activities for the visual learners. SmartBoards are used in every classroom to make science more interactive and motivational.

Through daily instruction students learn, model, and demonstrate essential skills that are necessary for the real world. These include collaboration through cooperative learning, critical thinking, problem solving, and communication making connections to real life. The twenty-first century thinking skills are not only

developed in science class but in all of the students' classes to prepare them for high school, college, and careers.

Science teachers consistently participate in professional development activities to further the educational experience for their students. These include workshops and Webinars on the new NGSS.

Through the generosity of local businesses and parents, we consistently receive grants to enhance our science program. Our TerraNova Test scores in science indicate that the excellent teaching at Holy Cross School is resulting in a higher than anticipated level of understanding science.

b) Holy Cross offers a pre-kindergarten program for children who are four by September first. The curriculum aligns with the kindergarten through third grade CCSS and is evaluated annually. Teachers provide instruction in literacy, mathematics, science, social studies, religion, technology, health, music, art and physical education. Children in the pre-kindergarten class learn through a play based curriculum where children are given autonomy to choose activities based on their current interests and teacher offerings. In this way, teachers are facilitators who incorporate academic skills through theme-based activities. The teacher is thereby free to focus on social-emotional skills which best prepare children for success in future learning environments.

Through play at enticing theme centers, pre-kindergarten children are fully engaged as they learn to count, recognize patterns, sort shapes and colors, add, subtract, measure and identify numbers. Sharing and other skills for social acceptance are modeled, learned and practiced. Through the center approach, children learn the foundation for the scientific method as they watch things grow, identify unknown items, investigate new materials, and experience the investigative process.

Religion is taught daily as children develop a love for God and Jesus. The Loyola Press curriculum supports the early development of Catholicism.

Pre-kindergarten students engage in art activities throughout the day at various themed centers. They participate in music activities weekly, singing both liturgical and choral songs and begin to explore the Orff Method while playing instruments. They strengthen gross motor skills and learn rules of games while beginning to understand the need for exercise in physical education. Health and wellness are also taught through experience and discussion utilizing "teachable moments" during play.

Children who enter kindergarten following our pre-kindergarten program are well prepared to learn or review letter sounds. The children experience nursery rhymes and other literary selections while listening for differences in letter sounds and language patterns. Kindergartners transition easily to read at a variety of levels.

Technology is integrated into the preschool curriculum through the use of interactive SmartBoards, bi-weekly access to our computer lab, and a variety of curricular websites. Students will soon acquire iPads to enrich their school experience.

The administrator and teachers take time to ensure that pre-kindergarten goals are aligned to primary goals and that the unique needs of students and families are met. Our Extended Day program offers afternoon care for our pre-kindergarten students. It is operated by our preschool teacher, allowing for extension of curricular goals.

5. Instructional Methods:

A variety of instructional strategies are utilized at our school. Multi-modality approaches, direct instruction, inquiry-based learning, cooperative learning and integrated instruction abound at all grade levels.

To differentiate instruction, formative and summative assessments are used to determine appropriate instructional levels and approaches. Models such as whole group lessons, flexible grouping, cooperative learning and one-on-one instruction are implemented. Research based strategies that incorporate critical

thinking skills like Marzano's Essential Nine, Best Practice Methodology, and Bloom's Taxonomy enhance student achievement. Instruction is further differentiated through the use of learning centers, varied rubrics, limited student choice in assignments and assessments, and utilization of learning aids such as graphic organizers.

To further differentiate, all teachers are provided with technology hardware and software, desktop computers with interactive whiteboards, and laptop computers for use at home and school. Students have daily access to the computer lab through instruction in the core subject areas, ensuring that technology is integrated. Students have access to the interactive whiteboards in every classroom and enjoy learning through this rewarding experience.

At the elementary level, instruction is supported by technology through the use of ABC Mouse for math and reading/reading readiness, Starfall, Reading A-Z, the Daily Five, FunBrain, Cool Math, IXL, PebbleGo, and Khan Academy.

Junior high students learn to communicate using Google Docs and presentation applications like iMovie and PowerPoint. Kindergarten through eighth grade students gain proficiency in word processing, spreadsheets, and databases as a part of Microsoft Office and Type to Learn, which provides keyboarding practice at home and school.

To meet the divergent needs and interests of the student body, enrichment opportunities are provided through extra curricular activities. Some of these are athletics, band, Guitar Stars, Language Stars, Young Rembrandts, Science Club, Quiz Bowl, spelling bee, science fair, junior high play, leadership training, and math competitions.

Support and interventions are given to students with special learning needs including students who require additional challenges. Students who have IEPs, 504 Plans, or interventions through RtI receive accommodations and support both inside and outside of the classroom setting. Students are provided services from classroom teachers, learning resource specialists, a speech and language pathologist, a learning-behavioral specialist, and the school nurse.

6. Professional Development:

The needs and interests of staff members, building and Archdiocesan systemic goals, and student performance data determine professional development opportunities. We provide up to seven days annually for professional development activities on or off site. Weekly staff meetings are often used for professional development. Additionally, all full-time teaching staff is given the opportunity to attend other professional development offerings. Our teachers also have access to Atomic Learning to increase their technology skills and proficiencies on their own time.

For the last two years, the Office of Catholic Schools has guided and supported professional development in the areas of the new CCSS in ELA and Mathematics, TerraNova Test and EXPLORE Test assessments, PowerSchool, Collins Writing, Effective Teaching, Catechetical Training and AdvancED, to name a few. We attend all required trainings and several staff members have elected to participate in additional workshops that are offered during the summer.

At Holy Cross School, multiple topics have been explored during our staff development days and are integrated into our weekly staff meetings. These have included training in use of our assessment results, CCSS gap analyses, ELA and Mathematics, website, Google Docs, SmartBoard, Microsoft Office, Best Practices in Teaching, Project CRISS, Lucy Calkins Primary Units of Study, Olweus Bullying Prevention, PowerSchool, AdvancED, and RtI.

Our primary goals for 2013-2014 are school improvement through learning and implementing the AdvancED Process, and refining our efforts with RtI. Monthly opportunities for training and dialogue have enriched our professional experience.

Additionally, teachers and administrators must specify their goals for the school year. Many of our teachers have selected goals related to the implementation of RtI. Some have chosen goals related to working with data and assessment, while others have chosen specific academic areas to improve and still others have chosen to work on behavioral interventions. These goals are always aligned to the specific needs of one or more of their current classes.

Finally, our process for supervision and evaluation of staff is intended to inform individual and building-based professional development. Our very comprehensive evaluation tool provides specific indicators for distinguished, successful, progressing or needing improvement performance in the areas of Catholic Identity and Mission, Communication, Instructional Practice, and Professional Requirements.

We take our responsibilities as teachers and administrators very seriously and are dedicated to continuous improvement of our own and our students' learning.

7. School Leadership

Our school is led by a veteran administrator with many years of experience and training in Curriculum and Instruction. She holds certificates in general and special education, reading and administration. She is invested in the systemic work of the Office of Catholic Schools and the work of our school. She maintains professional affiliations with National Louis University where she has taught various courses in Reading and Language Arts.

Consistent leadership by administration and teaching staff is a goal. Over the last two years, staff have been engaged in work that can best be characterized as continuous improvement efforts. As a result, a community of collaboration and trust is flourishing.

Curricular changes are the result of data analysis and new mandates such as the CCSS, technology, RtI, and social-emotional programming as identified by staff. Parents cited a need for increasing the breadth of our Spanish program and depth of differentiation of instruction. Financial resources are targeted for these areas. Qualified teacher assistants and teachers are utilized to support the needs of students and are scheduled accordingly by the principal and resource staff. Professional development is also aligned with these areas, though not exclusively, as we recognize the need for multiple areas of improvement and respect individual staff needs and interests. As a result, we build our individual and collective ability to improve our school.

As part of the AdvancED Accreditation process, a building team is in place to coordinate our efforts. Our team includes the pastor and principal, one teacher leader, and several teacher liaisons in the areas of Mission and Catholic Identity, Governance and Leadership, Academic Excellence and Operational Vitality.

Shared leadership also occurs in the area of curriculum and instruction, with team leaders in the areas of ELA, Mathematics, Social Studies, Science, and Technology Integration. These leaders serve as resources to our staff and liaisons for professional development and information from the Office of Catholic Schools. The principal and a small committee of teachers have formed to craft this application. Through the principal's involvement with the School Advisory Board, its' committees and our auxiliary groups, parental input is sought and utilized as appropriate.

As a small staff we often work together prioritizing our goals and planning school-wide events. We respect the specific work of teams, and communicate our progress regularly to staff, students and parents.

PART VI - NON-PUBLIC SCHOOL INFORMATION

The purpose of this addendum is to obtain additional information from non-public schools as noted below.

1. Non-public school association(s): Catholic

Identify the religious or independent associations, if any, to which the school belongs. Select the primary association first.

2. Does the school have nonprofit, tax-exempt (501(c)(3)) status? Yes X No
3. What are the 2013-2014 tuition rates, by grade? (Do not include room, board, or fees.)

2013-2014 Tuition

Grade	Amount
K	\$5055
1	\$5055
2	\$5055
3	\$5055
4	\$5055
5	\$5055
6	\$5055
7	\$5055
8	\$5055
9	\$0
10	\$0
11	\$0
12	\$0

4. What is the educational cost per student? \$7643
(School budget divided by enrollment)
5. What is the average financial aid per student? \$226
6. What percentage of the annual budget is devoted to scholarship assistance and/or tuition reduction? 1%
7. What percentage of the student body receives scholarship assistance, including tuition reduction? 13%

PART VII - ASSESSMENT RESULTS

REFERENCED BY NATIONAL NORMS

Subject: <u>Math</u>	Test: <u>Terra Nova 3 Multiple Assessments</u>
Grade: <u>3</u>	Edition/Publication Year: <u>2010</u>
Publisher: <u>CTB/McGraw-Hill</u>	Scores are reported here as: <u>Percentiles</u>

School Year	2012-2013	2011-2012	2010-2011	2009-2010	2008-2009
Testing month	Mar	Mar	Feb	Mar	Mar
SCHOOL SCORES					
Average Score	89	91	92	89	91
Number of students tested	26	25	15	32	20
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0
SUBGROUP SCORES					
1. Other 1					
Average Score					
Number of students tested					
2. Other 2					
Average Score					
Number of students tested					
3. Other 3					
Average Score					
Number of students tested					

NOTES: No subgroups large enough to disaggregate data.

REFERENCED BY NATIONAL NORMS

Subject: <u>Math</u>	Test: <u>Terra Nova 3 Multiple Assessments</u>
Grade: <u>4</u>	Edition/Publication Year: <u>2010</u>
Publisher: <u>CTB/McGraw-Hill</u>	Scores are reported here as: <u>Percentiles</u>

School Year	2012-2013	2011-2012	2010-2011	2009-2010	2008-2009
Testing month	Mar	Mar	Feb	Mar	Mar
SCHOOL SCORES					
Average Score	79	81	87	88	82
Number of students tested	25	16	34	19	24
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0
SUBGROUP SCORES					
1. Other 1					
Average Score					
Number of students tested					
2. Other 2					
Average Score					
Number of students tested					
3. Other 3					
Average Score					
Number of students tested					

NOTES: No subgroups large enough to disaggregate data.

REFERENCED BY NATIONAL NORMS

Subject: <u>Math</u>	Test: <u>Terra Nova 3 Multiple Assessments</u>
Grade: <u>5</u>	Edition/Publication Year: <u>2010</u>
Publisher: <u>CTB/McGraw-Hill</u>	Scores are reported here as: <u>Percentiles</u>

School Year	2012-2013	2011-2012	2010-2011	2009-2010	2008-2009
Testing month	Mar	Mar	Feb	Mar	Mar
SCHOOL SCORES					
Average Score	77	83	88	83	83
Number of students tested	16	37	22	26	25
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0
SUBGROUP SCORES					
1. Other 1					
Average Score					
Number of students tested					
2. Other 2					
Average Score					
Number of students tested					
3. Other 3					
Average Score					
Number of students tested					

NOTES: No subgroups large enough to disaggregate data.

REFERENCED BY NATIONAL NORMS

Subject: <u>Math</u>	Test: <u>Terra Nova 3 Multiple Assessments</u>
Grade: <u>6</u>	Edition/Publication Year: <u>2010</u>
Publisher: <u>CTB/McGraw-Hill</u>	Scores are reported here as: <u>Percentiles</u>

School Year	2012-2013	2011-2012	2010-2011	2009-2010	2008-2009
Testing month	Mar	Mar	Feb	Mar	Mar
SCHOOL SCORES					
Average Score	83	91	78	79	84
Number of students tested	35	22	26	20	46
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0
SUBGROUP SCORES					
1. Other 1					
Average Score					
Number of students tested					
2. Other 2					
Average Score					
Number of students tested					
3. Other 3					
Average Score					
Number of students tested					

NOTES: No subgroups large enough to disaggregate data.

REFERENCED BY NATIONAL NORMS

Subject: <u>Math</u>	Test: <u>Terra Nova 3 Multiple Assessments</u>
Grade: <u>7</u>	Edition/Publication Year: <u>2010</u>
Publisher: <u>CTB/McGraw-Hill</u>	Scores are reported here as: <u>Percentiles</u>

School Year	2012-2013	2011-2012	2010-2011	2009-2010	2008-2009
Testing month	Mar	Mar	Feb	Mar	Mar
SCHOOL SCORES					
Average Score	91	83	90	91	86
Number of students tested	22	26	21	50	41
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0
SUBGROUP SCORES					
1. Other 1					
Average Score					
Number of students tested					
2. Other 2					
Average Score					
Number of students tested					
3. Other 3					
Average Score					
Number of students tested					

NOTES: No subgroups large enough to disaggregate data.

REFERENCED BY NATIONAL NORMS

Subject: <u>Reading/ELA</u>	Test: <u>Terra Nova 3 Multiple Assessments</u>
Grade: <u>3</u>	Edition/Publication Year: <u>2010</u>
Publisher: <u>CTB/McGraw-Hill</u>	Scores are reported here as: <u>Percentiles</u>

School Year	2012-2013	2011-2012	2010-2011	2009-2010	2008-2009
Testing month	Mar	Mar	Feb	Mar	Mar
SCHOOL SCORES					
Average Score	83	77	75	75	81
Number of students tested	26	25	15	32	20
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0
SUBGROUP SCORES					
1. Other 1					
Average Score					
Number of students tested					
2. Other 2					
Average Score					
Number of students tested					
3. Other 3					
Average Score					
Number of students tested					

NOTES: No subgroups large enough to disaggregate data.

REFERENCED BY NATIONAL NORMS

Subject: <u>Reading/ELA</u>	Test: <u>Terra Nova 3 Multiple Assessments</u>
Grade: <u>4</u>	Edition/Publication Year: <u>2010</u>
Publisher: <u>CTB/McGraw-Hill</u>	Scores are reported here as: <u>Percentiles</u>

School Year	2012-2013	2011-2012	2010-2011	2009-2010	2008-2009
Testing month	Mar	Mar	Feb	Mar	Mar
SCHOOL SCORES					
Average Score	83	83	89	92	89
Number of students tested	25	16	34	19	24
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0
SUBGROUP SCORES					
1. Other 1					
Average Score					
Number of students tested					
2. Other 2					
Average Score					
Number of students tested					
3. Other 3					
Average Score					
Number of students tested					

NOTES: No subgroups large enough to disaggregate data.

REFERENCED BY NATIONAL NORMS

Subject: <u>Reading/ELA</u>	Test: <u>Terra Nova 3 Multiple Assessments</u>
Grade: <u>5</u>	Edition/Publication Year: <u>2010</u>
Publisher: <u>CTB/McGraw-Hill</u>	Scores are reported here as: <u>Percentiles</u>

School Year	2012-2013	2011-2012	2010-2011	2009-2010	2008-2009
Testing month	Mar	Mar	Feb	Mar	Mar
SCHOOL SCORES					
Average Score	84	80	86	83	80
Number of students tested	16	37	22	26	25
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0
SUBGROUP SCORES					
1. Other 1					
Average Score					
Number of students tested					
2. Other 2					
Average Score					
Number of students tested					
3. Other 3					
Average Score					
Number of students tested					

NOTES: No subgroups large enough to disaggregate data.

REFERENCED BY NATIONAL NORMS

Subject: <u>Reading/ELA</u>	Test: <u>Terra Nova 3 Multiple Assessments</u>
Grade: <u>6</u>	Edition/Publication Year: <u>2010</u>
Publisher: <u>CTB/McGraw-Hill</u>	Scores are reported here as: <u>Percentiles</u>

School Year	2012-2013	2011-2012	2010-2011	2009-2010	2008-2009
Testing month	Mar	Mar	Feb	Mar	Mar
SCHOOL SCORES					
Average Score	84	89	84	85	86
Number of students tested	35	22	26	20	46
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0
SUBGROUP SCORES					
1. Other 1					
Average Score					
Number of students tested					
2. Other 2					
Average Score					
Number of students tested					
3. Other 3					
Average Score					
Number of students tested					

NOTES: No subgroups large enough to disaggregate data.

REFERENCED BY NATIONAL NORMS

Subject: <u>Reading/ELA</u>	Test: <u>Terra Nova 3 Multiple Assessments</u>
Grade: <u>7</u>	Edition/Publication Year: <u>2010</u>
Publisher: <u>CTB/McGraw-Hill</u>	Scores are reported here as: <u>Percentiles</u>

School Year	2012-2013	2011-2012	2010-2011	2009-2010	2008-2009
Testing month	Mar	Mar	Feb	Mar	Mar
SCHOOL SCORES					
Average Score	83	83	82	87	85
Number of students tested	22	26	21	50	41
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0
SUBGROUP SCORES					
1. Other 1					
Average Score					
Number of students tested					
2. Other 2					
Average Score					
Number of students tested					
3. Other 3					
Average Score					
Number of students tested					

NOTES: No subgroups large enough to disaggregate data.